Using the Frayer Model to Explicitly Teach Academic Vocabulary

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What is Academic English?

ALL students are AESL (Academic English as a Second Language)
- Academic English is not natural language. It must be explicitly taught.
- Essential Components of Academic English Language:
  - Academic Vocabulary (Tier 2 and 3 words)
  - Syntax (Complex)
  - Grammar (Sophisticated)
  - Register (Social vs. Academic)

(Kinsella, 2007)

What strategies do you already use to teach academic vocabulary?

<table>
<thead>
<tr>
<th>Essential Components of Academic English Language:</th>
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<tbody>
<tr>
<td>Vocabulary (Tier 2 and 3 words)</td>
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</table>
Which Words To Teach?
From Beck, Kucan, McKeown

**Appropriate Vocabulary Instruction**

**Tier 1 Words**

- Students will know the meaning of these words.
- Students will know the meaning of these words. 

**Tier 2 Words**

- English Language Learners may have the concept, but not the word. Be sure they learn the word!
- Instruction in these words can add productively to all students' language abilities.

**Tier 3 Words**

- The word/concept may be too sophisticated for students to understand at their age.

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**Frayer Model**

1. **Coronavirus**
   - Example: a thing characteristic of its kind or illustrating a general rule.
   - Models: a system of things used or an example to follow or imitate.
   - Visual representation of target word.
   - Students put together their own definitions with a sentence frame.

2. **Non-example**
   - Opposite of the example.
   - Characteristic closely related, but not quite it.

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**Building and Activating Background Knowledge**

**Direct Ways**
- Lab experiment
- Fieldtrip
- Hands-on activity
- Guest speakers
- Simulations
- Tiles or manipulatives (math)

**Indirect Ways**
- Pre-planned web searches
- Series of pictures
- Short video clips
- Short reading selections on a topic

(Fisher & Frey, 2010)
Rainbows in Windows with Donald Sutherland

A book about big imaginations, big feelings, and sheltering in place during a pandemic.


CHAT BOX

Target Word: Coronavirus

| 1) Examples/Models: |
| 2) Non-Examples: |

Frayer Model

Target Word: Coronavirus

| 1) Examples/Models: |
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Building Background Knowledge

This is a FREE digital information book for primary school age children to help explain the coronavirus and the measures taken to control it. It answers lots of questions in a child-friendly way, and aims to both inform and reassure.

Published by Nosy Crow and illustrated by Axel Scheffler, it was inspired by Professor Graham Medley of the London School of Hygiene & Tropical Medicine, and also two headteachers and a child psychologist.

https://nosycrowcoronavirus.s3-eu-west1.amazonaws.com/Coronavirus_ABookForChildren.pdf

CHAT BOX
Target Word: Coronavirus

4) Definition:

3) Visual:

1) Examples/Models:
- Tough bug to kick
- Easily spread
- Must socially distance to prevent
- Wash hands to avoid it

2) Non-Examples:

Frayer Model
Target Word: Coronavirus

4) Definition:

3) Visual:

1) Examples/Characteristics:
- Tough bug to kick
- Wash hands
- Keeps you at home
- Easily spread
- Must socially distance
- A kind of virus
- So small you can’t see them
- Float in the air via tiny drops of water
- Catch COVID-19 illness

2) Non-Examples:
- Seasonal flu
- Easier bug to kick
- Keeps us at home for less time
- Somewhat contagious
Target Word: Coronavirus

4) Definition:
The coronavirus is _____, _____, and _____ because ___________.

3) Visual:

2) Non-Examples:
- Seasonal flu
- Easier bug to kick
- Keeps us at home for less time
- Somewhat contagious

1) Examples/Characteristics:
- Tough bug to kick
- Wash hands
- Keeps you at home
- Easily spread
- Must socially distance
- A kind of virus
- Germs so small you can’t see them
- Float in the air via tiny drops of water
- Catch COVID-19 illness

Coronavirus Definition

- The coronavirus is a type of virus with germs so small that you can’t see them. The virus is easily spread through droplets, causing us to have to socially distance and wear masks.
Chat Box: Your Definition

• The coronavirus is _____, _____, and _____ because ______________.

Tips for Frayer Model Planning

• Intentionally select only 5-7 Tier 2 or 3 words per unit;
• Build background knowledge first;
• The strategy is best used in the middle or at the end of a unit;
• Words should be larger concept or thematic in nature;
• Teachers should facilitate conversations around each quadrant and then gradually release for student consensus;
• The Frayer model is not an independent worksheet; and
• Teachers should pre-plan and anticipate student responses.

Order book at: www.corwin.com for 25% discount using promo: Essential